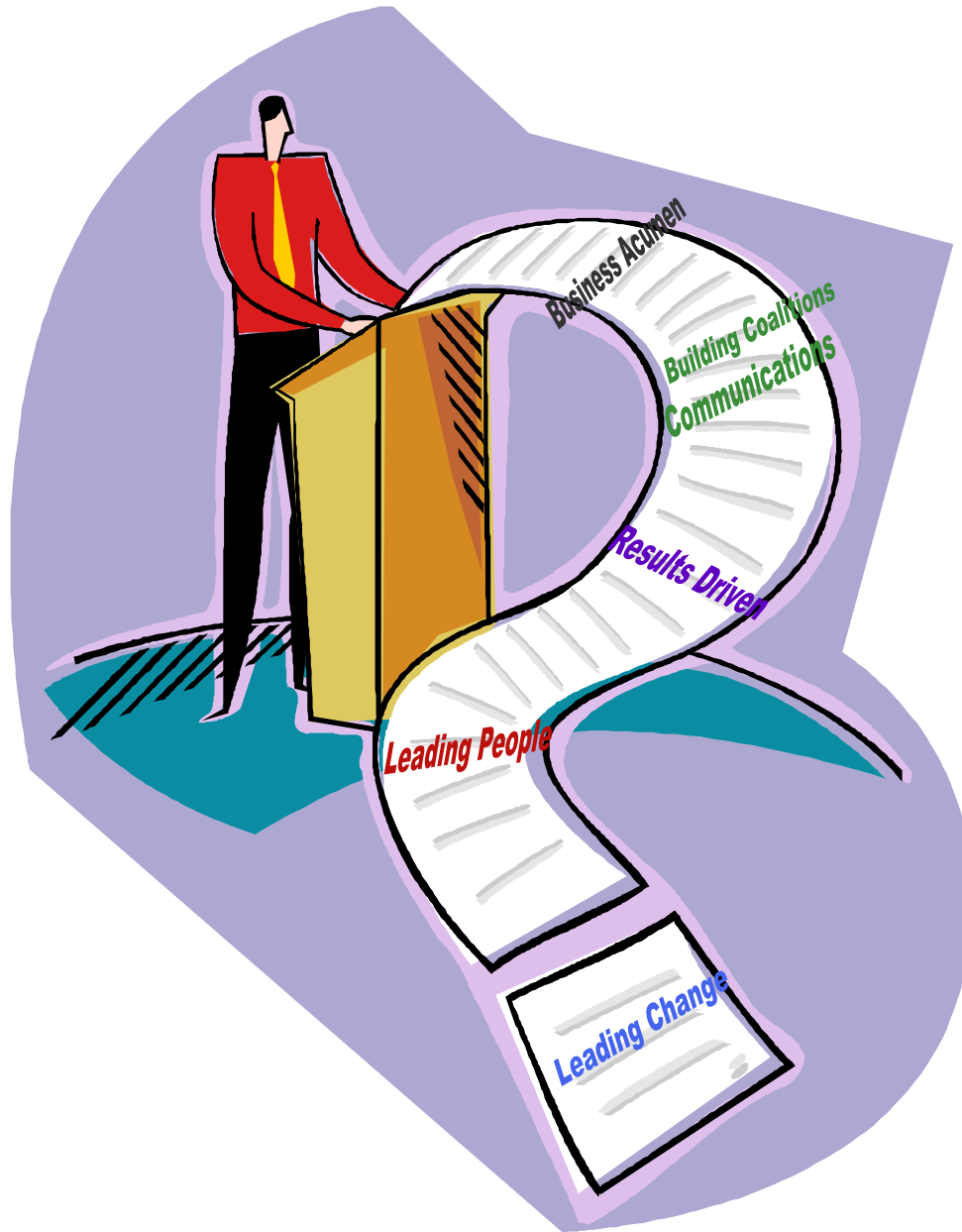


REE

Leadership Competencies



Administrative and Financial Management
Human Resources Division
REE Services Branch
Leadership Development and Succession Planning Section

REE Leadership Competencies

One of the key elements of the REE Human Capital Plan is “Leadership Development and Succession Planning”. The goal is to ensure leadership continuity through comprehensive succession planning and leadership development programs and opportunities.

To accomplish this goal we want to develop core competencies in leadership. The REE Leadership Competency Guide has been developed for this purpose.

The guide includes four levels of behavior examples.

Behavioral Examples are “success indicators” that show what a successful employee at a particular level would be doing to demonstrate knowledge, skill, and ability in the given competency.

This guide contains behavioral examples for each of the 27 competencies in the OPM Leadership Competency Model. There are four levels of behavioral examples for each competency. Each level corresponds to a different level of leadership and shows how that competency can be demonstrated by someone at that level. Definitions of the four levels of leadership are included and indicate the position level, and scope of work found at each level.

Use these behavioral examples as a guide in planning your development and that of your employees by looking at typical behaviors expected in each competency at each level. They also provide a basis for assessing your current proficiency level and that of your employees in a particular competency and for subsequently determining developmental goals.

Each successive level builds on the prior one and establishes the type of behaviors to be mastered before moving to the next level. Employees interested in preparing for the next level of leadership can plan to work on mastering behaviors shown at their current level and can also begin to address behaviors at the next level. Supervisors and employees can use them as a common reference guide in developmental and other performance related discussions.

This model should be applicable for all leadership positions and work assignments as laid out.

The competencies and behavioral examples appear below by Executive Core Qualifications grouping:

- Leading Change
- Leading People
- Results Driven
- Business Acumen
- Building Coalitions/Communications

Listed under each grouping are the competencies that fit into that group. Each competency includes: 1) the definition; 2) general behavior indicator and 3) the four levels of behavior examples.

COMPENTENCIES BY EXECUTIVE CORE QUALIFICATIONS (ECQ) GROUPINGS

Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions/ Communications
1. Continual Learning 2. Creativity/ Innovation 3. External Awareness 4. Flexibility 5. Resilience 6. Service Motivation 7. Strategic Thinking 8. Vision	9. Conflict Management 10. Leveraging Diversity 11. Integrity/ Honesty 12. Teamwork/ Team Building	13. Accountability 14. Customer Service 15. Decision Making 16. Entrepreneurship 17. Problem Solving 18. Technical Credibility	19. Financial Management 20. Technology Management 21. Human Resource Management	22. Interpersonal Skills 23. Influencing/ Negotiating 24. Oral Communication 25. Partnering 26. Political Savvy 27. Written Communication

The “**General Behavior Indicators**” indicate that all employees should be performing these behaviors.

The four levels of leadership, the positions included in that level, and the work scope associated with the level are:

Level I: Positions: Nonsupervisory (those who do not supervise others)

Level II: Positions: First-line supervisors and work unit leaders (those who lead the work groups or project teams)

Level III: Positions: Mid-level managers (those in charge of a major function in an organization)

Level IV: Positions: Executive leadership (those responsible for the overall functioning and outcomes of the organization, e.g., Deputy Administrator, Associate Deputy Administrator)

LEADING CHANGE

- 1. Continual Learning**
- 2. Creativity/Innovation**
- 3. External Awareness**
- 4. Flexibility**
- 5. Resilience**
- 6. Service Motivation**
- 7. Strategic Thinking**
- 8. Vision**

ECQ: LEADING CHANGE

LEADING CHANGE: The ability to develop and implement an organizational vision which integrates key national and program goals, priorities, values, and other factors. Inherent to it is the ability to balance change and continuity—continually strive to improve customer service and program performance with the basic government framework, to create a work environment that encourages creative thinking, and to maintain focus, intensity, and persistence, even under adversity.

1. Continual Learning

(ECQ: Leading Change)

Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

General Behavior Indicators

1. Realistically assesses own strengths, weaknesses, and impact on others.
2. Seeks and makes use of feedback from others.
3. Invests time and energy in self-development and growth.
4. Integrates the acquisition of knowledge or skills (e.g., team/work unit sharing, lessons learned, sharing information data bases) into day-to-day work.
5. Develops and implements methods to distribute/share knowledge throughout the organization.

Level I	Level II	Level III	Level IV
Conducts self-evaluation to determine strengths and developmental needs.	Encourages and supports the efforts of employees to develop and grow.	Provides employees with time, resources, and opportunities to pursue self-development which will contribute to work effectiveness.	Inspires and demonstrates a passion for excellence in every aspect of work.
Proactively seeks out and invests in training and other self-development activities	Works with employees to develop and effectively use IDPs.	Incorporates recognition of self-development and continuous improvement in formal and informal reward structures.	Creates a climate where continuous learning and self-development are valued.
Participates in evaluations of others and the organization.	Provides feedback and coaches employees on their development.	Seeks continuous feedback about impact on others, through both formal and informal mechanisms.	Assures provision of resources (e.g., budget) to enhance learning.
Demonstrates improvement in behavior and skill as needed.	Challenges self and staff to share lessons learned from events and actions.	Sets aside time each week to reflect on personal/ professional development to be able to better manage the organization.	Participates as an active member and shows leadership in professional organizations.

1. Continual Learning - continued (ECQ: Leading Change)			
Level I	Level II	Level III	Level IV
Shares learning with others.	Provides formal and informal rewards to team/work group members for self-development and continuous improvement activities.		
	Facilitates the application of what is learned in training to work activity.		
	Seeks feedback on supervisory/coaching skills from subordinates and peers.		
	Has a sense of own career options and preferences.		

2. Creativity and Innovation (ECQ: Leading Change)			
Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.			
<u>General Behavior Indicators</u> <ol style="list-style-type: none"> 1. Develops insights, innovative solutions, and nontraditional approaches to improve organization effectiveness. 2. Creates an environment that encourages and rewards creativity and innovation. 3. Design and implements new or innovative programs/processes. 			
Level I	Level II	Level III	Level IV
Seeks and listens to the ideas of others.	Effectively conducts creative problem solving sessions with a team/work group.	Conducts bench marking studies and applies them within the organization.	Serves as champion for new ideas and approaches and articulates linkage between new behaviors and organizational success.
Positively suggests ways to improve quality and efficiency.	Fosters acceptance of creative ideas by others.	Fosters creativity in others by example and through use of creative-thinking strategies and tools.	Encourages demonstration projects, pilots, and other experimental approaches.

2. Creativity and Innovation - continued (ECQ: Leading Change)			
Level I	Level II	Level III	Level IV
Demonstrates the willingness and capacity to resourcefully meet internal or external customer immediate needs.	Challenges assumptions and “the way we’ve always done it” by taking the lead in removing barriers and obstacles.	Finds ways to change the “system” so new and creative ideas can be implemented.	Looks beyond current reality to prepare organization for alternative futures.
Generates new ideas and seeks ways to overcome obstacles and barriers.	Re-frames problems as opportunities.	Helps to break down barriers, stereotypes, and impediments to achieving breakthrough results and quality service.	Breaks down barriers, stereotypes, and impediments to achieving breakthrough results and quality service.
	Reduces steps in a work process that result in time and cost savings.	Shares results of successful innovation efforts with other units in the organization.	
	Makes and encourages suggestions that result in improvement of an organizational unit’s processes, products, or services	Creates short-term wins by planning for visible improvements.	
	Develops strategies and techniques to encourage and collect program or project ideas from employees to improve organizational performance.		

3. External Awareness

(ECQ: Leading Change)

Identifies and keeps up-to-date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.

General Behavior Indicators

1. Maintains currency with laws, regulations, policies, procedures, trends, and developments, both international and domestic, and their impact on own organization.
2. Determines how to sustain or achieve a competitive advantage for the organization by analyzing the best practices and lessons learned from other organizations.
3. Integrates administration priorities and initiatives into accomplishing organizational goals and objectives.

Level I	Level II	Level III	Level IV
Keeps up-to-date and asks others about key agency policies and priorities that might affect own area of work.	Keeps abreast of key agency/corporate policies and priorities likely to affect the program area by reading internal communications, technical journals, and newspapers and by attending meetings.	Cultivates a global mind set, e.g., regularly scans a wide variety of information sources to identify political, social, economic trends which impact the agency's mission and its customers; participates in State, regional, and national meetings.	Clearly demonstrates by action an understanding of the national policy making and implementation process.
Volunteers to participate in cross-unit activities and projects that impact own area of work.	Maintains contacts with external customers and local stakeholders through formal and informal communication channels.	Reviews/edits correspondence, reports, and policy documents to ensure consistency with policies, priorities, and sensitivity to stakeholder views.	When representing the organization, clearly demonstrates a sensitivity to the political, social, and cultural nuances of difficult issues.
Understands how agency policies and priorities affect own area of work.	Drafts correspondence, reports, and policy documents as a method of public education outreach, incorporating sensitivity to stakeholder views.	Ensures analysis of appropriate data (e.g., technology forecasting, decision analysis) to understand the impact of external activities on organizational actions, and develops strategies.	Translates political direction into organizational change strategies, e.g., outsourcing services.
	When representing the organization, demonstrates sensitivity to the political, social, and cultural nuances of issues.	Develops and maintains active partnerships and networks with other public, private, and nonprofit organizations which benefit the organization's mission, e.g., outplacement programs, research efforts.	Explains and defends the organization's policies and operations to the external world in order to gain the acceptance and support needed to assure program success.

3. External Awareness - continued (ECQ: Leading Change)			
Level I	Level II	Level III	Level IV
	Maintains external awareness by serving as agency representative in outside meetings/ activities.		
	Collects data and performs analyses on current and potential conditions, and facilitates an understanding of external activities on organizational actions.		
	Demonstrates by action an understanding of the National policy-making and implementation process.		
	Communicates to all employees the impact of agency policies and priorities on the unit's area of work and the customers with whom they work.		

4. Flexibility (ECQ: Leading Change)			
Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.			
<u>General Behavior Indicators</u>			
1. Adapts behavior and work methods in response to new information, changing conditions, unexpected obstacles, or ambiguity. 2. Remains open to new ideas and approaches. 3. Works concurrently on related and conflicting priorities without losing focus or attention.			
Level I	Level II	Level III	Level IV
Is willing to learn and use new procedures and technology.	Adapts supervisory style to individual needs of employees.	Applies leadership and management skills to newly-assigned positions and duties.	Responds to changing priorities & resources with optimism, encouraging staff to respond positively and proactively.

4. Flexibility - continued (ECQ: Leading Change)			
Level I	Level II	Level III	Level IV
Is open to ideas different from one's own ideas.	Handles multiple major projects and duties simultaneously, prioritizing as needed.	Uses change management principles and tools (including a sense of urgency) and provides needed resources to create an environment that supports and fosters change.	Stays abreast of, and educates staff about changing conditions nationally and internationally which affect agricultural programs, policies, and strategies.
Adapts behavior and work methods as needed in response to new information, changing conditions or unexpected obstacles.	Fosters flexibility through cross-training and developmental assignments.	Suggests changes to organizational priorities as situations change.	Skillfully times change actions based on an understanding of both organizational and environmental conditions, e.g., sends legislation for congressional consideration at the optimal time.
	Actively identifies outdated local standard operating procedures, customs and behaviors that short circuit public service and employee motivation at the work unit level, and takes actions to promote change.		

5. Resilience
(ECQ: Leading Change)

Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

General Behavior Indicators

1. Responds constructively to reversals and setbacks (e.g., identifies lessons learned, looks for other opportunities to succeed).
2. Demonstrates belief in own abilities, ideas, and self-worth and maintains a positive view of self, even during difficult times.
3. Maintains a professional demeanor in stressful and difficult situations.
4. Maintains a healthy balance between personal life and work.

Level I	Level II	Level III	Level IV
Balances priorities at work with personal life concerns and wellness.	Determines how best to accomplish changing priorities and use unit resources appropriately.	Uses the organizational system and determines a course of action to deal with crises.	Maintains organizational effectiveness, stability, and morale during times of significant change.
During change, assists team/work group members to handle uncertainty and to persevere.	Translates setbacks into opportunities, e.g., redistributes work to provide greater opportunities to others after losing a key unit team/work group member.	Translates organizational priorities and rebalances resources appropriately.	Defines priorities and rebalances resources appropriately.
Deals with setbacks appropriately to bring out the positive.	Focuses work unit efforts on handling challenges by helping employees identify what they can do to overcome challenges.	Projects energy and optimism in the face of adversity that influences organizational members.	Directs organizational efforts to use problem solving strategies to handle challenges.
	During change, models behavior that helps people maintain focus and effectiveness.	Recognizes and rewards personnel who incorporate use of existing policies and programs which help employees balance work, personal life, and wellness.	
	During change, assists peers and other members of the organizational unit to handle uncertainty and to persevere.		
	Supports use of existing policies and programs which help employees balance work, personal life, and wellness.		

6. Service Motivation
(ECQ: Leading Change)

Creates and sustains an organizational culture which permits others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.

General Behavior Indicators

1. Influences others to believe in the spirit of public service and their commitment to make a meaningful contribution.
2. Creates and fosters a culture that encourages a commitment to public service.
3. Demonstrates a commitment to quality public service in statements and actions.

Level I	Level II	Level III	Level IV
Projects a positive image of the REE agencies and of its people, both at work and in the community; maintain a neat, clean, and professional appearance.	Visibly serves as a role model to reflect the commitment to serve others; leads by example before team members, e.g., makes personal sacrifices when necessary to ensure services are provided quickly and efficiently.	Considers the impact of organizational activity on the public when designing programs.	Focuses all employees on improving service, e.g., holds employee forums to initiate discussions of service quality.
Takes the initiative to seek and suggest improvement in how work is done.	Collects information and feedback from customers and uses that information to improve products or services.	Anticipates new or changed demands for programs and services and seeks information to guide action.	Defines and directs programs so that optimum service is provided.
Understands individual role in accomplishing agency mission.	Focuses organizational unit on improving service, e.g., involves employees and customers/stakeholders in efforts to develop and maintain standards; improve services, products, and processes.	Works across unit lines involving agency employees from other units, employees from other Federal agencies, and customers to initiate projects to improve program services and organizational performance.	Establishes standards and processes for improving products and services to increase organizational performance/service to customers.
	Recognizes and rewards individual and work group contributions to commitment to quality public service.		

7. Strategic Thinking
(ECQ: Leading Change)

Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

General Behavior Indicators

1. Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy.
2. Applies a long-term perspective in analyzing policy issues and developing strategic plans.
3. Develops objectives and sets priorities consistent with the organization's long-term strategies.
4. Adjusts strategic policies and plans in response to change, both internal and external.

Level I	Level II	Level III	Level IV
Provides ideas and information to supervisor and team/work unit members on possible enhancements or impediments to organizational performance.	Takes the initiative to understand unit activity from the customer's viewpoint.	Involves key stakeholders and employees in the strategic planning process for an organizational unit.	Involves employees and stakeholders in a strategic thinking and planning process to gain commitment and identify possible impediments.
Thinks strategically and suggests processes or procedures within the unit to avert problems and accomplish goals.	Contributes to the strategic planning process by providing input on the feasibility of goals.	Makes realistic assessment of resource requirements and priorities for organizational unit as input to strategic thinking.	Transforms objectives defined by political direction into strategies and policy direction for organizational change.
Understands and explains how work unit activities and priorities relate to agency's strategic goals.	Anticipates new or changed demands for programs and services and seeks information to guide action.	Contributes to a strategic thinking and planning process by monitoring and analyzing the impact of national and international policies, and social, economic and political trends.	Develops strategies to integrate organizational strengths into the overall agency mission.
	Suggests appropriate measures for assessing the work plan's contribution to the strategic plan.	Uses information from program, financial, and performance measures in strategic thinking and planning.	Pulls together resources (e.g., technical expertise, managerial support, financial, people skills) essential to effect change.

7. Strategic Thinking - continued (ECQ: Leading Change)			
Level I	Level II	Level III	Level IV
	Applies an understanding of past situations to anticipate and deal with threats and opportunities to work plan accomplishment.	Develops alternative approaches and scenarios to accommodate potential situations.	Leads the management team in developing strategic plans for which they have responsibility.
	Communicates to all employees how work unit activities and priorities relate to agency strategic goals.	Develops short- and long-term objectives in areas of responsibility for inclusion in strategic plans.	Ensures that program, financial, and performance measures are integrated to achieve desired strategic outcomes.
	Makes resource decisions supported by realistic strategic thinking.	Develops and monitors plans for implementing agency's strategic goals.	Develops alternative approaches and scenarios to accommodate different potential situations during planning.
	Thinks strategically when implementing processes or procedures within the unit to avert problems and accomplish goals.		
	Converts organization-wide strategies and policy direction into action items within areas of responsibility.		
	Recognizes and rewards individual and work group contributions to enhancements on organizational performance.		

8. Vision
(ECQ: Leading Change)

Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

General Behavior Indicators

1. Creates a shared vision of the future aligned with the agency's vision.
2. Articulates and actively supports the agency's vision in a way that employees at all levels understand the organization's goals, values and strategies.
3. Acts as a catalyst for organizational change based upon a strategic view of the future.

Level I	Level II	Level III	Level IV
Understands the mission, vision, and values of the organization and acts accordingly.	Teaches and practices the mission, vision and values of the organization.	Provides support and resources to staff to enable them to carry out the organizational mission and vision.	Demonstrates commitment to the agency vision and mission.
Explains how one's work contributes to the agency vision and mission.	Stays abreast of changes in agency goals, objectives and initiatives.	Helps staff to understand how their function or unit relates to and complements the overall agency vision and mission.	Provides a clear vision of the future and leads the organization through necessary changes.
	Moves organizational unit toward visionary goals through teamwork and collaboration (e.g., task forces, committees, focus groups, or special projects).	Obtains resources to accomplish activities for areas of responsibility that further the organization's vision.	Ensures that organization's mission, vision, and values address the needs of internal and external constituents.
	Supports and provides input to the core team involved in implementing the vision for the organization.	Showcases small successes to gain commitment for the organizational unit's vision.	Communicates the vision widely, often, and well.
	Celebrates success to gain commitment toward the organization's vision.		Develops infrastructure, plans, and processes for translating vision into action, e.g., strategic plan.
	Motivates the work group through inspiring communication and actions.		Obtains resources to accomplish organization's vision and invest in the future.
	Recognizes and rewards individual and work group contributions to visionary goals.		

LEADING PEOPLE

9. Conflict Management

10. Leveraging Diversity

11. Integrity/Honesty

12. Teamwork/Team Building

ECQ: LEADING PEOPLE

LEADING PEOPLE: The ability to design and implement strategies which maximize employees potential and foster high ethical standards in meeting the organization's vision, mission, and goals.

9. Conflict Management (ECQ: Leading People)

Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

General Behavior Indicators

1. Manages conflicts, confrontations, and disagreements in a constructive manner.
2. Takes steps to resolve conflict situations.
3. Addresses and seeks to resolve formal and informal complaints from employees, customers and stakeholders.
4. Initiates and supports strategies and programs to manage conflict resulting from organizational change.

Level I	Level II	Level III	Level IV
Uses interest-based approaches to resolve conflict with colleagues and customers.	Keeps employees fully informed and actively listens to their concerns about work-related issues, e.g., organizational changes, quality of work life, construction, and parking.	Provides agency support and resources, e.g., programs and training for employees to help them manage and resolve conflict in a positive and constructive manner.	Actively seeks out involvement and input from key stakeholders outside the agency/corporation on potentially difficult and contentious issues (e.g., major changes in procedure, program, policy or product) before deciding on a course of action.
Uses available and appropriate agency resources and processes to resolve conflict.	Actively involves employees and team or work unit in resolving differences over work issues, e.g., schedules, assignments, ensuring employee and organizational concerns are balanced.	Assures that on-the-job safety and security procedures are in place to prevent and respond to disruptive individuals.	Uses sound, balanced judgment in resolving complaints from a high-level customer or stakeholder.
Uses good communication tools to proactively discuss differences with coworkers, supervisors, and the public in an effort to create an atmosphere of positive conflict.	Establishes simple processes, e.g., on-the-job safety and security, for preventing and resolving conflict.	Ensures that first-level supervisors have the authority to resolve conflicts early without fear of negative impact on them or their careers.	Provides resources and support to managers in resolving grievances and EEO complaints which reach the executive level.

9. Conflict Management - continued (ECQ: Leading People)			
Level I	Level II	Level III	Level IV
	Resolves a complaint or grievance and minimizes negative impact on the organization.	Provides support to supervisors in resolving grievances and EEO complaints which reach management level.	
	Recognizes potential for violence and sabotage in the workplace and takes preventive action, e.g., works with Employee Assistance Program to address problems with troubled employees.		
	Takes preventive action to assure on-the-job safety and security of employees.		
	Ensures employees are aware of available assistance programs for mental health or substance abuse issues, e.g., Employee Assistance Program.		
	Holds staff accountable for avoiding and resolving conflicts prior to involving first level supervisor.		

10. Leveraging Diversity (ECQ: Leading People)
<p>Recruits, develops and retains a diverse high-quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.</p>
<p><u>General Behavior Indicators</u></p> <ol style="list-style-type: none"> 1. Recognizes the value of culture, ethnicity, gender, and other individual differences at all levels of the organization. 2. Creates an environment in which individuals are equally respected and recognized for their perspectives and contributions. 3. Provides employment and development opportunities to foster a diverse workforce.

10. Leveraging Diversity - continued (ECQ: Leading People)			
Level I	Level II	Level III	Level IV
Respects customer and employee differences.	Implements programs, e.g., training, to promote understanding and appreciation of individual differences.	Holds supervisors accountable, e.g., through performance management programs, for ensuring equality and diversity within work units.	Makes managing workforce diversity a performance criterion for managers by creating a performance management system that is aligned with and supports a commitment through performance elements and standards for teamwork, creativity, customer service, and managing diversity.
Works effectively with others regardless of their backgrounds.	Monitors, evaluates, and promotes broad-based diversity as a means to leverage the full range of human potential and performance.	Makes managing workforce diversity a performance criterion for supervisors, by holding them accountable through performance management programs and for ensuring equality and diversity within work units.	Holds management team accountable to ensure that fairness is practiced, e.g., through performance management programs, for ensuring equality and diversity within teams or work units.
Uses inclusive approaches in own area of work.	Proactively works with program officials to develop and implement effective recruitment, retention, and upward mobility programs that build diversity and significantly improve organizational performance.	Develops and monitors organizational policies, goals, and plans for recruiting, selecting, developing, and retaining a diverse high quality workforce.	Promotes diversity in succession planning to produce a diverse, prepared leader pool.
Arranges for reasonable accommodation for individual differences for projects within individual area of responsibility.	Develops and implements plans for assessing and dealing with concerns and needs of persons with disabilities, e.g., equipment, space, interpreters.	Assures systems are in place to have reasonable accommodations for individual differences to ensure the full potential of different persons, e.g., improve access to building and parking facilities for persons with disabilities.	Ensures that organization's vision and values fairly address all employees and other stakeholders without favoritism, e.g., customers, staff, shareholders, legislative stakeholders.
		Implements organizational policies, goals, and plans by developing goals and plans for recruiting, selecting, developing, and retaining a diverse, high quality work force at assigned organizational level.	

11. Integrity/Honesty
(ECQ: Leading People)

Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others; and demonstrates a sense of corporate responsibility and commitment to public service.

General Behavior Indicators

1. Models and encourages high standards of honesty, integrity, trust, openness, and respect for others.
2. Promotes fair and ethical practices in all organizational activities.
3. Demonstrates a sense of responsibility and commitment to public trust.
4. Demonstrates congruence between statements and actions.

Level I	Level II	Level III	Level IV
Builds an atmosphere of trust by being trustworthy.	Encourages employees to discuss potential ethical problems.	Assures that effective systems are in place to communicate regulations, programs, and guidelines about ethics.	Ensures that all managers, supervisors, and employees are trained to understand and practice public service and the Government Code of Ethics and holds self and others accountable by arranging for training and dissemination of information.
Respects the rights of others while providing service.	Instills a climate of trust by keeping one's word and taking responsibility for one's actions.	Assures that training systems are in place for supervisors to use with their employees regarding ethics.	Ensures that policies and programs for preventing waste, fraud, abuse, and mismanagement are in place and enforced.
Keeps commitments.	Models personal and professional integrity in actions.	Supports supervisors in taking action to assure adherence to regulations.	Models behavior, attitudes, and actions expected of all staff.
Is fair and ethical with customers and employees.	Prohibits retaliatory actions against employees who raise ethical issues speaking out against abuses.	Opposes what's wrong and has the fortitude to support ethical actions that may negatively impact certain stakeholders of the organization.	
Accepts personal responsibility and does not shift the blame to others.	Actively promotes a climate of openness and honesty and does not penalize responsible dissent.		
	Takes action to stop and correct unethical behavior and practices.		

12. Teamwork/Team Building

(ECQ: Leading People)

Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, and trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

General Behavior Indicators

1. Empowers others by sharing power and authority.
2. Inspires, motivates, and guides others toward goal accomplishment.
3. Fosters cooperation and teamwork within the organization.
4. Creates an environment that encourages and rewards cooperation, collective problem solving, and participative decision making.
5. Builds trust and open communication among team members and with stakeholders.
6. Seeks consensus among diverse viewpoints to build commitment.
7. Develops leadership in others through coaching, mentoring, and rewarding.

Level I	Level II	Level III	Level IV
Is open to views of others.	Deals constructively with individual or organizational problems within or across teams within the work unit.	Forms organizational work groups to improve operations, products, services, or the quality of work life for employees.	Provides clear objectives, necessary resources, and widespread recognition of team contributions to the agency's mission.
Works in a collaborative, inclusive, outcome-oriented manner with colleagues.	Empowers team members to resolve issues and make changes that benefit customers.	Spearheads the use of cross-functional teams to increase organizational effectiveness.	Implements the results of team efforts that contribute to organization goals.
Helps build team consensus.	Helps team/work unit establish and follow norms.	Creates innovative performance management and reward systems that reinforce team work.	Supports decisions/recommendations made by executive/managerial teams.
Accepts team consensus.	Fosters team identity through meaningful, formal or informal, recognition.	Actively serves as a team member at the executive/management level in furthering the organizational goals.	Participates in mentoring program to support leadership development efforts.
Actively contributes to the development of team/work group goals and works toward the accomplishment of those goals.	Helps clarify team purpose, goals, roles, and responsibilities.	Encourages & supports first-line supervisors' recognition/rewards to team members' contributions for organizational performance.	

12. Teamwork/Team Building (ECQ: Leading People)			
Optimistically deals with negativity in presence of other employees, e.g., refusing to pass on gossip, recognizing positive contributions of colleagues by vocalizing recognition.	Facilitates group process to help team members work effectively to solve problems, make group decisions, and accomplish goals.		
	Serves as a formal or informal team coach and mentor for team members.		
	Communicates and implements results of team efforts.		

BUSINESS ACUMEN

13. Accountability

14. Customer Service

15. Decision Making

16. Entrepreneurship

17. Problem Solving

18. Technical Credibility

ECQ: RESULTS DRIVEN

RESULTS DRIVEN: The ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies, stressing accountability and continuous improvement.

13. Accountability (ECQ: Results Driven)

Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainment of outcomes.

General Behavior Indicators

1. Exercises management controls to ensure the integrity of the organization's processes.
2. Takes responsibility for work products, services, and results.
3. Identifies how organizational or program results will be measured.
4. Monitors programs and activities and takes corrective action when necessary.
5. Encourages others to take ownership of work products, services, and results.

Level I	Level II	Level III	Level IV
Uses internal controls and monitoring systems to protect the integrity of the organization and prevent waste, fraud, and mismanagement, reporting any instances where such problems occur.	Establishes work unit plans and projects to accomplish the goals of the work unit within the deadlines identified.	Develops and implements a system to ensure measurement of program outcomes and reporting on results.	Ensures effectiveness of accountability controls in a major organization (e.g., management reviews, program evaluations, audits of financial statements).
Uses material and financial resources prudently.	Identifies potential problems in employee behavior and takes appropriate action within agency guidelines.	Identifies performance measures of organizational results and systems to effect accountability.	Ensures that program, financial, and performance measures are integrated to assess and achieve strategic outcomes.
Sees that projects are completed on time, within budget, and to the customer's satisfaction.	Creates/maintains a supportive environment for internal control systems against fraud/waste/management.	Assures first line supervisor identifies potential problems in employee behavior and takes appropriate action within agency guidelines.	Ensures that all managers, supervisors, and employees are trained to understand management control responsibilities by arranging for training and dissemination of information.

13. Accountability - continued (ECQ: Results Driven)			
Level I	Level II	Level III	Level IV
Provides accurate and timely information.	Evaluates work group performance and project accomplishment to assess overall program effectiveness and efficiency.	Evaluates organizational plans and budgets in accordance with Department and Agency policies and procedures.	
Is knowledgeable and adheres to agency and departmental regulations.	Provides constructive feedback and discusses		
Is knowledgeable and adheres to APHIS and PPQ regulations.	Provides constructive feedback and discusses		

14. Customer Service (ECQ: Results Driven)			
<p>Balances interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products; is committed to continuous improvement of services.</p>			
<p><u>General Behavior Indicators</u></p> <ol style="list-style-type: none"> 1. Identifies customers and other stakeholders. 2. Integrates customer needs and expectations into the development and delivery of services or products. 3. Establishes and uses feedback systems to meet customer requirements and expectations. 4. Continuously seeks to improve the quality of services, products and processes. 			
Level I	Level II	Level III	Level IV
Recognizes coworkers as customers and responds to them accordingly.	Provides employees with examples, guidelines, and training on customer service techniques.	Identifies systems barriers to providing good customer service.	Shares resources in order to serve customers effectively and efficiently.
Is courteous in all interactions with the public, industry, other Federal workers, visitors, and coworkers.	Recognizes and rewards employees who provide good customer service.	Empowers staff to resolve problems and complaints independently at the lowest level.	Bases strategic planning on customer feedback and projected needs.
Is highly responsive to requests for help, information, and services.	Effectively addresses episodes of poor customer service.	Rewards creativity in the pursuit of excellent customer service.	Breaks barriers which impede good service delivery.

14. Customer Service - continued (ECQ: Results Driven)			
Level I	Level II	Level III	Level IV
Listens to concerns of customers and resolves complaints and concerns effectively and promptly.	Establishes mechanisms for ongoing customer feedback.	Ensures first line supervisors effectively address episodes of poor customer service.	
Seeks to go beyond what the customer requests and do something extra to be helpful.	Designs processes and procedures that are customer-friendly.	Searches for and recognizes “best practices” in customer service.	
		Anticipates and integrates customer needs and expectations into the service delivery process or product development for work group or team (e.g., through the use of surveys, focus groups, cultural/ multilingual contacts) and makes immediate corrections to improve service.	
		Continuously seeks to improve the quality of products, processes, and services for an organization, e.g., bench marking against best practices.	
		Ensures continuous, measurable improvement of quality of products and services, e.g., through staff training or process reengineering.	

15. Decision Making
(ECQ: Results Driven)

Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data are limited or solutions product unpleasant consequences; is proactive and achievement oriented.

General Behavior Indicators

1. Acts decisively on own authority when timely action is needed, even in uncertain situations.
2. Makes difficult or controversial decisions when necessary.
3. Exercises good judgment by making sound and well-informed decisions

Level I	Level II	Level III	Level IV
Makes sound and timely decisions for activities within own area of responsibility, consulting others as appropriate.	Recognizes early warning signs and opportunities and takes action.	Makes sound, timely decisions for an organization about staff, equipment, facilities, or funds.	Commits the organization to a course of action when negotiating with external stakeholders.
Alerts supervisor or team leader to areas of potential controversy.	Takes immediate corrective action when needed (e.g., terminate a contract due to lack of timeliness, quality or cost increases).	Initiates and approves, where authorized, common sense exceptions to established policies.	Makes sound, timely decisions about program direction for a major organization.
Assesses information from many sources to form decisions, weigh alternatives, and take action.	Recognizes opportunities for individual and organizational growth and takes action.	Examines/considers political, financial, social, and industry and international implications and impacts before reaching final decision.	Approves common sense exceptions and changes to policies and regulations.
	Makes sound, timely decisions for a project, team or work unit about technical approach, method, work process, staff, equipment, facilities, or funds.	Seeks to balance short-term gains and long-term needs of the organization when making decisions.	
	Recognizes and resolves controversy before it creates an adverse effect on the organizational unit or team/work unit, e.g., resolve conflict over work load distribution or work schedules.	Seeks and analyzes information from a variety of relevant sources both within and outside of the organization.	
	Ensures decisions are aligned with and support the organization's mission, vision, and strategic goals.	Anticipates problems and takes steps to prevent them.	

16. Entrepreneurship
(ECQ: Results Driven)

Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks, initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

General Behavior Indicators

1. Initiates actions that involve risk to achieve a recognized benefit or advantage.
2. Identifies new products, services, and capabilities.
3. Develops new products, services, and capabilities.

Level I	Level II	Level III	Level IV
Makes innovative suggestions and tries new approaches within own area of work.	Suggests and initiates modifications to specific products or service delivery options to increase market potential.	Invests time and resources to support initiatives for improving organizational effectiveness or new product or service development.	Serves as champion for innovation and drives out the fear of failure or reprisal.
Assesses potential risks while suggesting and developing modifications to products or service delivery.	Encourages team/work group members to make innovative suggestions and to try new approaches within the work group.	Promotes a culture of innovation and a willingness to try new things without fear of reprisal.	Invests resources to develop useful new products, processes and approaches.
		Takes initiative that leads to different markets or new clients/customers for the organization.	Develops new options for delivery of customer services.
		Modifies organization's traditional product line or service parameters to break into different markets.	

17. Problem Solving
(ECQ: Results Driven)

Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

General Behavior Indicators

1. Recognizes and defines problems and issues.
2. Gathers relevant data to analyze problems and issues.
3. Develops alternative solutions and plans to solve problems.
4. Uses qualitative and quantitative data and analytical tools in problem solving.

Level I	Level II	Level III	Level IV
Identifies issues within the context of own job which require decisions or other action.	Investigates and analyzes the conditions that led to a problem, the actions taken for solution, and the relevant outcomes to identify lessons learned for preventive action.	Involves appropriate clients, stakeholders, and staff in problem solving.	Ensures that decisions are consistent with overall goals or organizational vision.
Arrives at recommendations in a logical and orderly manner.	Involves employees, customers, and stakeholders in solving organizational and service delivery problems.	Works closely with cooperators to provide seamless resolutions from a customer's point of view.	Achieves problem resolution between differing parties including influential individuals, constituent groups, or other external stakeholders.
Uses interest-based problem-solving techniques.	Generates solutions to problems and takes appropriate action leading to resolution.	Determines the best way to implement new policies and programs by engaging key players in identifying the root causes of problems, possible roadblocks, and alternative solutions	Focuses on and resolves major problems based on an understanding of current and future conditions.
Evaluates and adjusts solutions when they do not meet customers' needs or fit the situation.	Acts as trouble shooter by discovering and eliminating causes of organizational or employee problems.		Supports managers and employees giving them freedom to solve problems on a timely basis.
Applies lessons learned to new challenges.	Uses collaborative problem solving skills to generate solutions		Removes organizational barriers which prevent problem resolution (e.g., outdated policies, procedures, concerns related to turf or lack of cooperation across unit lines, etc.)

18. Technical Credibility
(ECQ: Results Driven)

Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

General Behavior Indicators

1. Demonstrates technical proficiency and currency in areas of responsibility.
2. Appropriately applies procedures, requirements, regulations, policies, and standards related to specialized area of experience.

Level I	Level II	Level III	Level IV
Performs accurate work in a timely and efficient manner.	Explores environment for best practices and works to implement them.	Is actively involved in one or more professional organizations.	Uses technical or professional skill in creating new approaches to the field.
Keeps knowledge current and seeks opportunities to broaden and enhance cross-functional expertise.	Supports and encourages employees in maintaining and upgrading skills and knowledge related to assignments.	Is acknowledged as a subject expert in own professional area, through publication, invited lectures, or request for advice or consultation.	Is nationally recognized as a consultant or advisor on current topics.
Applies new skills, techniques, and procedures in own area of work.	Involves staff in seeking to constantly improve work processes and outcomes.	Nurtures innovations that are recognized as best practices.	Fosters and rewards high standards for accuracy, safety, and constant improvement in all areas of the organization.
Consults with technical experts, as needed.	Demonstrates knowledge of basic concepts, facts and principles of particular subject matter domain and continues to develop expertise.	Invests in hiring and essential resources to support extension of organizational expertise.	Ensures organization builds technical capacity needed to implement strategic goals.
	Seeks information about new procedures, requirements, regulations, and policies and actively works to become an expert on matters relating to innovative solutions.	Encourages first line supervisors to seek information about new procedures, requirements, regulations, and policies, and become an expert on matters relating to innovative solutions.	Acquires necessary capital resources to implement organizational goals and objectives.

18. Technical Credibility (ECQ: Results Driven)			
Level I	Level II	Level III	Level IV
	Makes presentations at professional or interagency conferences in area of expertise.		Provides expert testimony or personal support to head of organization during Congressional/ legislative testimony or meetings of other high-level organizations, resulting in positive action.
	Teaches class/gives seminar in area of expertise.		

BUSINESS ACUMEN

19. Financial Management

20. Technology Management

21. Human Resource Management

ECQ: BUSINESS ACUMEN

BUSINESS ACUMEN: The ability to acquire and administer human, financial, material, and information resources in a manner which instills public trust and accomplishes the organization's mission, and to use new technology to enhance decision making.

19. Financial Management (ECQ: Business Acumen)

Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches.

General Behavior Indicators

1. Prepares budgets for own organizations, projects, and activities.
2. Applies an understanding of the roles and powers of the agency, OMB, and Congress in the budget process.
3. Explains or justifies budget requests.
4. Tracks expenses and monitors against budget to ensure cost-effective resource management.
5. Oversees or participates in managing procurement of equipment, facilities, supplies, or services.
6. Monitors performance of contractors or grantees.

Level I	Level II	Level III	Level IV
Provides budget figures for projects in own area of work.	Prepares and justifies budget for organizational unit or project activities.	Formulates and defends budgets during budget consolidation for next higher level.	Formulates, markets, and defends organizational budget that includes balanced outcome measures.
Tracks and controls expenditures for assigned projects.	Uses a systematic process for ensuring that all expenditures are recorded and considered in balancing accounts (e.g., maintains automated systems to reconcile accounts).	Ensures tracking of expenditures, compliance with spending targets, and appropriate administrative control of funds.	Ensures appropriate administrative control of funds.
Uses most efficient measures to accomplish work.	Demonstrates a sound understanding of the fundamentals of planning, budget formulation and execution, administrative cost controls, balanced performance measures, and tracking of expenditures.	Reviews, consolidates, markets, and approves budgets submitted by subordinate supervisors.	Approves major acquisitions and investments for inclusion in a budget.

19. Financial Management - continued (ECQ: Business Acumen)			
Level I	Level II	Level III	Level IV
Completes projects within budget projections.	Meets budgetary goals, evaluates results, and reallocates as necessary.	Supports, requests, and suggests major acquisitions and investments for inclusion in a budget to support program activity whenever feasible.	Monitors progress on budgetary goals, evaluates results and reallocates as necessary.
		Monitors progress on budgetary goals, evaluates results, and reallocates as necessary.	Demonstrates knowledge of budget and funding process.
			Provides testimony or support to head of organization during Congressional/legislative testimony or meetings of other high-level organizations, resulting in positive action.

20. Human Resource Management (ECQ: Business Acumen)
Using merit principles, ensures staff is appropriately selected, developed, utilized, appraised, and rewarded, as well as takes corrective action.
<p><u>General Behavior Indicators</u></p> <ol style="list-style-type: none"> Plans for needed or mandated changes in size and composition of staff. Takes an active role in recruiting and retaining staff. Determines needs and provides opportunities for employee orientation and career development. Identifies performance expectations, assesses employee performance, gives timely feedback, and conducts formal performance appraisals. Recognizes and rewards performance based on standards and organizational goals. Takes appropriate corrective/disciplinary actions with employees. Uses human resources practices that further affirmative employment. Uses human resources practices that promote good labor-management and employee relations. Supports programs and activities that promote employee well being such as safety, health, and family life.

20. Human Resource Management - continued (ECQ: Business Acumen)			
Level I	Level II	Level III	Level IV
Develops competencies in order to meet or exceed performance expectations.	Uses organization's strategic goals to identify human resource needs for the future and develop plans for recruitment, staffing and training/development to meet those needs.	Actively involves labor partners in formulating new human resource practices.	Initiates outcome-based measures for evaluating managerial performance.
Maintains communication with supervisor on developmental needs.	Communicates performance objectives for individuals and teams and evaluates performance against the objectives.	Initiates outcome-based measures for evaluating supervisory performance.	Creates workforce planning and analysis process which is used to identify strategic human resource needs of the organization and develop strategies to meet the long-term needs of the organization.
Makes suggestions on appropriate recognition methods.	Recognizes and rewards people and teams based on effective performance.	Identifies the need for an alternative human resource management system and involves others in its design (e.g., 360 degree appraisal, early retirement, and buy-outs).	Serves as an advocate for organizational and public policies which contribute to attracting and retaining top people, e.g., family friendly programs.
Participates in selection of colleagues, as appropriate, e.g., by providing input.	Communicates awareness of link between work activities, business plans, and the agency's strategic plan.	Establishes mechanisms to monitor workforce results.	Champions the use of pilot programs and cutting edge human resource practices.
Displays understanding of merit principles as they relate to hiring, promotions, and performance.	Follows merit principles when selecting, developing, utilizing, appraising, and rewarding employees.	Encourages first line supervisor to recognize and reward people and teams based on effective performance.	
	Actively promotes and encourages employee development through on-the-job training, formal course work, and placement in developmental assignments and programs.	Ensures first line supervisor takes action to counsel, discipline, or remove employees as performance or conduct problems arise.	
	Takes timely and forthright action to counsel, discipline, or remove employees as performance or conduct problems arise.		
	Involves labor partners in formulating new human resource practices.		

21. Technology Management
(ECQ: Business Acumen)

Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.

General Behavior Indicators

1. Ensures self and staff are trained and capable in new information technology.
2. Strategically integrates information technologies into the workplace to improve Organizational effectiveness.

Level I	Level II	Level III	Level IV
Considers customers and their needs when suggesting new technology for the workplace.	Uses technology to improve team or work unit effectiveness, e.g., uses Agency's automated systems for communication and retrieving information, administrative management processes, and others.	Uses integrated, automated financial management information and communication systems to improve mission accomplishment and organizational performance.	Develops an information technology plan for the entire organization that supports strategic goals
Keeps technology skills up-to-date through practice as well as other continual learning approaches.	Uses technology to facilitate access to and sharing of information for the delivery of services to customers.	Ensures that recovery plans and back-up systems are in place for mission-critical records.	Allocates sufficient funds for technology investment for the future.
Finds opportunities to use technology to ensure work tasks are performed more efficiently.	Ensures that computer security procedures are in place to protect integrity/confidentiality of records.	Ensures continuous organizational capability to exploit all facets of current national and international communications technologies in serving customers.	Establishes integrated automated systems for an agency program or function by working with program officials, Chief Financial Officer, and Chief Information Officer.
Follows established computer security procedures to protect integrity/confidentiality of records.	Ensures that employees acquire up-to-date technology skills by arranging for training and hands-on experience.	Ensures that supervisors and employees acquire up-to-date technology skills by arranging for training and hands-on experience.	Promotes the development of internal champions to guide technology improvements throughout the organization.

21. Technology Management (ECQ: Business Acumen)			
Level I	Level II	Level III	Level IV
			Ensures that business processes are reengineered to be consistent with opportunities presented by changing technology.
			Ensures compatibility of hardware/software within a major organization and among agencies.

BUILDING COALITIONS/ COMMUNICATIONS

22. Interpersonal Skills

23. Influencing/Negotiating

24. Oral Communication

25. Partnering

26. Political Savvy

27. Written Communication

ECQ: BUILDING COALITIONS/COMMUNICATIONS

BUILDING COALITIONS/COMMUNICATIONS: The ability to explain, advocate, and express facts and ideas in a convincing manner, and negotiate with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations, and to identify the internal and external politics that impact the work of the organization.

22. Interpersonal Skills (ECQ: Building Coalitions/Communications)

Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

General Behavior Indicators

1. Provides positive feedback in a manner that reinforces or elicits desirable behavior.
2. Considers and responds appropriately to the needs, feelings, and capabilities of others.
3. Provides negative feedback constructively.
4. Treats all individuals with sensitivity and respect.

Level I	Level II	Level III	Level IV
Keeps commitments.	Shares information readily.	Is open and approachable, but decisive without being arrogant or abrupt when dealing with sensitive and complex issues.	Works effectively with many different people in a variety of settings, e.g., legislatures, professional associations and gains their support.
Treats all employees with respect regardless of their level, personality, culture or background.	Encourages employees to express their opinions, ideas, and concerns and listens empathetically.	Works effectively with many different people in a variety of organizational units and gains their support.	Builds organizational trust by being an effective representative in a variety of settings, e.g., meetings of international organizations.
Seeks accurate information, avoids jumping to conclusions, or passing on questionable information.	Invites contact and is easy to approach.	Maintains effective relations with external groups that are vitally affected by the organization's policies and program activities.	Represents agency objectives at meetings with industry and other outside groups on significant issues.
Shows understanding, tact, and concern for others.	Takes an appropriate personal interest in coworkers and employees to develop a healthy and productive working environment.	Exhibits tact, restraint, and professionalism in difficult situations dealing with topics of concern to agency.	Responds appropriately and tactfully to the criticisms and concerns of external stakeholders.

22. Interpersonal Skills - continued (ECQ: Building Coalitions/Communications)			
Level I	Level II	Level III	Level IV
Adjusts behavior to respect observed differences in others.	Treats the public with deep respect and tact, gaining a reputation as a public servant.		
	Takes control of situations where subordinates are being subjected to undesirable or inappropriate behavior.		
	Fosters an atmosphere where subordinates are able to voice their concerns or ideas without fear of criticism, ridicule, or retaliation.		

23. Influencing/Negotiating (ECQ: Building Coalitions/Communications)			
Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates “win-win” situations.			
<u>General Behavior Indicators</u> <ol style="list-style-type: none"> 1. Identifies and understands the interests and positions of others in the negotiation process. 2. Applies appropriate negotiation approaches to find mutually beneficial solutions to problems and conflicts. 3. Persuades management, employees, peers, and others to commit to a course of action. 4. Uses power, authority, and influence appropriately to achieve goals. 5. Gains cooperation from internal and external sources to obtain information and accomplish goals. 			
Level I	Level II	Level III	Level IV
Effectively employs negotiation techniques, e.g., interest-based bargaining, to facilitate “win-win” outcomes and agreements.	Effectively employs a variety of negotiation techniques, e.g., interest-based bargaining, allowing differing parties to reach mutually agreeable solutions.	Successfully negotiates with internal and external groups to facilitate programs or partnerships.	Consistently uses effective persuasion to gain consensus with others when representing the organization and its policies on intra- or inter-organizations and with employee associations/ unions in reaching strategic goals.

23. Influencing/Negotiating- continued (ECQ: Building Coalitions/Communications)			
Level I	Level II	Level III	Level IV
Works within own unit to reach consensus when appropriate.	Builds consensus among groups or individuals with differing interests and opinions to solve problem or make decision.	Represents the organization in negotiations with employee associations/unions.	Uses persuasion to gain consensus with other agencies, corporations or national unions.
Participates in work unit activities in a cooperative way.	Successfully negotiates with internal groups to facilitate programs or partnerships.	Negotiates with other groups within the organization to obtain resources and services.	Commits resources appropriate to the task to resolve issues, e.g., employs outside facilitators to reach agreement.
Articulates interests clearly.	Effectively works with external groups, understanding the interests and positions of others in the negotiation process, and their effect on program activities.	Uses intercultural knowledge and skill to increase effectiveness as an official representative in successful negotiations and discussions with officials of other agencies.	Uses intercultural knowledge and skill to increase effectiveness as an official representative in successful negotiations and discussions with officials of foreign governments.

24. Oral Communication (ECQ: Building Coalitions/Communications)			
<p>Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters atmosphere of open communication.</p>			
<p><u>General Behavior Indicators</u></p> <ol style="list-style-type: none"> Orally presents ideas and facts in a clear, organized, and convincing manner and in a style, tone, and level appropriate to the audience and the occasion. Listens to others and shows understanding of what they are saying. Facilitates an open exchange of ideas. 			
Level I	Level II	Level III	Level IV
Expresses thoughts, ideas, and concerns clearly.	Encourages employees to express their opinions, ideas, and concerns and listens empathetically.	Identifies barriers to effective communication and identifies ways to overcome them.	Conducts credible and prudent briefing sessions for Congress or other national media.
Gives courteous, accurate, and complete responses.	Delivers an excellent briefing to high-level management that results in decisions or actions.	Explains and defends organization's policies and practices to internal and external audiences.	Breaks down barriers to effective communication within and outside the organization.

24. Oral Communication (ECQ: Building Coalitions/Communications)			
Level I	Level II	Level III	Level IV
Speaks in a concise, effective, and organized manner tailored to the audience and the situation	Effectively gains support for a position or proposal through persuasive discussion.	Meets independently with external stakeholders and influential parties to answer questions about the organization's work policies.	Meets independently with external stakeholders and influential parties to answer questions about the organization's work policies, makes commitments, and negotiates agreements..
	Encourages open communication in work unit and with industry and other Federal agencies.		
	Listens to others in personal discussion or in open employee forums and responds appropriately.		

25. Partnering (ECQ: Building Coalitions/Communications)			
Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.			
<u>General Behavior Indicators</u> <ol style="list-style-type: none"> 1. Develops networks and builds alliances with key individuals or groups. 2. Collaborates with a variety of individuals and groups across organizational boundaries. 3. Identifies concerns of stakeholders to find common ground across interests. 4. Manages competition between individuals or groups to eliminate barriers to building partnerships. 			
Level I	Level II	Level III	Level IV
Finds common ground with industry, customers, and employees to ensure effective working relationships.	Builds collaborative relationships with employee groups, industry, and other Federal agencies that help achieve work unit objectives.	Builds collaborative relationships of constituents, stakeholders, and decision makers, e.g., higher level managers, union officials, and representatives of other Federal agencies, that help achieve organizational objectives.	Accomplishes agency's mission, vision and strategies by building collaborative networks of constituents, stakeholders and decision makers, e.g., internal or external executives, legislative members, boards of directors.

25. Partnering - continued (ECQ: Building Coalitions/Communications)			
Level I	Level II	Level III	Level IV
Builds customer and employee networks and contacts to support work in own area.	Reaches out to provide information and assistance to others across organizational lines.	Builds organization-wide relationships that achieve mutual goals and high impact changes.	Actively reaches out to sustain regular contact with essential constituencies and stakeholders, e.g., peers, agency officials, or governmental executives.
	Seeks out and shares appropriate information where necessary, e.g. through participation in professional associations		

26. Political Savvy (ECQ: Building Coalitions/Communications)			
Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.			
<u>General Behavior Indicators</u> <ol style="list-style-type: none"> Keeps current with internal and external politics and issues that impact the work of the organization. Anticipates the internal and external implications of statements or actions. Considers political and organizational reality, the media, and special interests in decision making. 			
Level I	Level II	Level III	Level IV
Understands who the key stakeholders are for work in own area and keeps them informed of important situations.	Understands who the key stakeholders are for work unit, e.g., internal managers and executives, union, and other Federal agencies, and keeps them informed of important situations.	Balances individual unit interests with broader organizational realities to arrive at the best solution for public service.	Balances interests of the organization with broader Government purposes and realities to arrive at the best solution for public service.
Involves stakeholders in projects within own purview and gains their support.	Involves stakeholders in making decisions for work unit and gains their support.	Takes advantage of opportunities to build relations and political capital with industry, other federal agencies, and State and local governments.	Recognizes opportunities to publicize organization's programs through a variety of methods.

26. Political Savvy - continued (ECQ: Building Coalitions/Communications)			
Level I	Level II	Level III	Level IV
Recognizes when to compromise and when to remain firm to accomplish broader organizational objectives that affect projects.	Keeps key organizational personnel informed of important decisions concerning work unit and situations.	Keeps key stakeholders and agency leaders informed on issues, decisions, and activities that affect or benefit them.	Keeps key stakeholders, e.g., legislative members, employee associations, agency heads or other government executives, corporate executives, the media, and the public informed of important situations.
	Recognizes when to compromise and when to remain firm to accomplish broader organizational objectives that affect the work unit.	Involves key stakeholders and agency leaders in decision making or problem solving activities that may have political implications.	Involves key players in making decisions for the organization and gains their support.
		Recognizes opportunities to publicize organization's or work unit's programs through a variety of methods.	Recognizes when a situation or initiative is media or politically sensitive and acts with professional dispatch and wisdom.

27. Written Communication (ECQ: Building Coalitions/Communications)			
Expresses facts and ideas in writing in a clear, convincing, and organized manner.			
<u>General Behavior Indicators</u> <ol style="list-style-type: none"> Expresses facts and ideas in writing in a clear, convincing, and organized manner that is appropriate to the audience and occasion. Reviews and critiques the writing of others in a constructive and substantive manner. 			
Level I	Level II	Level III	Level IV
Makes written work clear, easy to follow, concise and relevant.	Drafts, edits, revises or reviews for approval: correspondence; materials; briefing materials; technical specifications; reports and manuals; routine issue papers; program plans and project proposals; documents justifying a position on budget or program initiatives; contract-related documents.	Uses a variety of written communications, particularly within automated and networked media, to gain widespread understanding and commitment for change and action.	Uses a variety of written communications, particularly within automated and networked media, to gain widespread understanding and commitment for change and action inside and outside of agency.

27. Written Communication - continued (ECQ: Building Coalitions/Communications)			
Conveys analysis that highlights essential points and clearly explains the essence of the subject to the intended audience at the level of the receiver.	Writes with clarity, succinctness, persuasiveness, and facility for the intended audience, e.g., policies, issue papers, correspondence, program plans.	Drafts/edits/revises/reviews for approval complex or sensitive materials: memoranda & issue papers; publications or informational brochures on agency/corporate programs and policies; documents communicating complex scientific, legal, or policy information; speeches; internal policies; routine legislative proposals; or scripts for communication with mass media.	Prepares sensitive or complex written materials, program plans, or media scripts.
Accurately fills in or completes forms, logs, files, etc.			
Researches, gathers, and compiles information and data for use in written correspondence to managers/coworkers, or stakeholders.			
Brings to attention of manager when customers/stakeholders may benefit from dissemination of information in writing.			